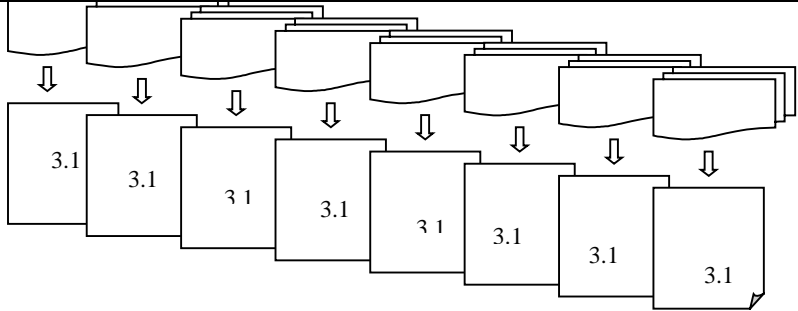
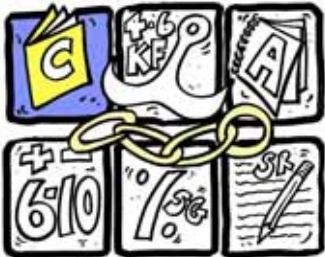

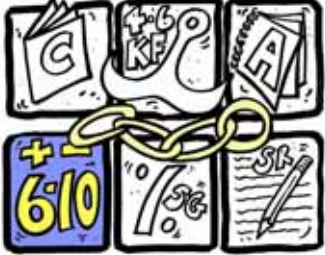


Steps for Creating a Consensus Item Worksheet

| Step ► | Process Notes ► | Illustrations and ^Tips |
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| 1. Isolate your Items from the rest of the Stage 1 scorebooks. | <p><i>Physically separate your Items from the rest of the scorebooks to minimize confusion and to help you organize your work.</i></p> |  <p>+For an example, see http://www.baldrige.nist.gov/PDF_files/item_worksheets.pdf <i>*Some Examiners cut the Item worksheets apart for sorting comments—be sure to add Examiner initials before cutting.</i></p> |
| 2. Begin by reviewing the Criteria requirements for your assigned Item. |  <p><i>Use Business, Health Care, or Education Criteria as appropriate to the application you received.</i></p> | <p>>3.1 Student, Stakeholder, and Market Knowledge (40 pts.) Describe HOW your organization determines requirements, expectations, and preferences of students, STAKEHOLDERS, and markets to ensure the continuing relevance of your educational programs, offerings, and services; to develop new opportunities; and to create an overall climate conducive to LEARNING and development for all students.</p> <p>Within your response, include . . .</p> |
| 3. Select the most relevant 4-6 key factors, reviewing all Item Worksheets to help in your determination. |  <p><i>The key factors should relate to key Criteria requirements.</i></p> | <ol style="list-style-type: none"> 1. Key student segments.... 2. Four key stakeholder groups.... 3. Student and stakeholder requirements/KSFs... 4. Other providers/competitors... 5. Strategic challenges... <p><i>See Draft Consensus Worksheet</i> http://www.baldrige.nist.gov/Sample_Draft_Consensus_Item_Worksheet.pdf for complete key factors list.</p> |

| Step ► | Process Notes ► | Illustrations> and ^Tips |
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| 4. Using the Worksheets for your assigned Item, identify the core idea of each comment, noting similarities and differences. | <p>Make sure to include the ideas from “phantom” scorebooks, if any.</p> <p><i>Note:</i> Phantom scorebooks are defined as those scorebooks developed by Independent Review (Stage 1) Examiners who do not participate in Consensus Review (Stage 2).</p> | <p>>See notes next to comments on Item Worksheets.</p> <p>http://www.baldrige.nist.gov/PDF_files/item_worksheets.pdf</p> |
| 5. Determine the 6-10 most important and relevant core ideas for the applicant. |  | <ul style="list-style-type: none"> +segments +how to determine segments ++how to listen and learn to determine requirements +how methods vary +how to use information +how to keep current -how to determine relative importance of requirements -how utilization of offerings, persistence, and voluntary departure information is used in requirements determination -how methods vary for pockets of poverty |
| 6. Write a comment for each of the 6–10 core ideas, starting with the best statement of the ideas in Stage 1 and more from other comments as needed. | <p>Note which Examiners had the same core idea in their stage 1 scorebooks in parentheses after the comment.</p> <p>Include outlier comments for discussion, if they are among the most important 6–10 core ideas for the applicant.</p> | <p>>See comments with * in Item Worksheets for best statements.</p> <p>http://www.baldrige.nist.gov/PDF_files/item_worksheets.pdf</p> |
| 7. Propose a solution to resolve any conflicts between strengths and OFIs. | <p>You will not find complete agreement in Examiner comments during the Independent Evaluation – one Examiner might see the approach as a strength while another may see it as an OFI. You</p> | <p>>See call script, page 2.</p> <p>http://www.baldrige.nist.gov/PDF_files/Sample_Script_for_Item_Presentation_on_Consensus_Call.pdf</p> |

| Step ► | Process Notes ► | Illustrations> and ^Tips |
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| | must propose a resolution as part of your drafting task. | |
| 8. Finalize your comments using the Comment Guidelines and propose a scoring range. | <p>Make draft comments “feedback ready.” Use both content and style comment guidelines.</p> <p>Develop a rationale for selection of scoring range and score.</p> | <p>>See call script containing the rationale for selecting a scoring range and score. ^Some Examiners copy and paste specific scoring range language to convey the point more clearly.</p> |
| 9. Send draft comments to the Item back-up. | | |
| 10. Revise drafts. | | |
| 11. Develop call script. | | <p>>For an example of a call script, see http://www.baldrige.nist.gov/PDF_files/Sample_Script_for_Item_Presentation_on_Consensus_Call.pdf.</p> |